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ABSTRACT

This curriculum guide outlines three programs for secondary school Spanish instruction, each program covering grades 9, 10, and 11 in British Columbian schools. Each outline specifies basic texts, supplementary readings, and teaching aids. In addition, a very basic outline of a beginner's Spanish 11 is offered, and a Spanish 12 literature course is more fully described. Program objectives are stated and a guide for mandatory implementation is provided. The appended bibliography presents lists of useful realia, periodicals, commercial sources, and recordings. (JB)

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ED175267

Province of British Columbia

Department of Education

Division of Educational Programmes - Schools

Curriculum Development Branch

SECONDARY SCHOOL LANGUAGES - SPANISH
(1974)

SPANISH 9

SPANISH 10

SPANISH 11

BEGINNERS' SPANISH 11

SPANISH 12

Issued by Authority of the Minister of Education

FL 010 543

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Victoria, B.C.
1974

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I. INTRODUCTION

This Curriculum Guide of Spanish courses for Grades IX to XII introduces a varied programme of language instruction consistent with changing teaching techniques and the different requirements of students.

It has been decided to offer a choice of three distinct programmes in the Spanish 9, 10 & 11 courses. The three programmes and the prescribed materials will provide the opportunity to accommodate students with different levels of ability and interest. As the three programmes are compatible, a student should have a minimum of difficulty in the event he or she should switch from one programme to another. It should also be noted that each of the three programmes is designed to provide the necessary background for Spanish 12.

Reel tapes, workbooks, visual aids, testing materials, and a teacher's guide have been identified as support materials for each of the programmes.

It is hoped that the programmes outlined here will be satisfying, stimulating and educationally valuable to students of all levels of ability and interests, enabling them to acquire, through their learning experiences, a greater understanding and a sympathetic appreciation of the cultures of the many Spanish speaking peoples.

II. IMPORTANT NOTES

A. Implementation

In keeping with the policy of permissive implementation of new or revised courses, schools may choose, for the 1974-75 school year, to introduce the revised Spanish 9, 10, 11, 12 and Beginners' Spanish 11 courses as outlined in this Curriculum Guide, or continue to offer the presently prescribed Spanish courses.

These revised courses will become the prescriptive courses in September 1975.

B. Prescribed Materials

Information concerning prescribed materials is published annually in the List of Prescribed Textbooks issued by the Curriculum Development Branch of the Department of Education.

For 1974-75 this Prescribed List will identify the materials for both the present courses and the revised Spanish courses. Schools will be provided with materials for the courses they decide to offer.

The scale of issue for the new Spanish courses is such that a degree of flexibility is provided in teacher selection of materials. It is possible for teachers to choose one programme for their students and supplement the core texts with materials from the other programmes. Alternatively, teachers may choose materials to allow for groupings of students using different programmes.

C. Spanish 8

There is also an opportunity to introduce a new course in Grade VIII. The Department of Education is prepared to authorize an elective Spanish 8 course. The following conditions should be noted:

(1) Spanish 8 may be taken in addition to French 8. (See Administrative Bulletin For Secondary Schools, 1972, page 21, section B,2)

(2) Spanish 8 must not be considered as a pre-requisite for Spanish 9.

A description of this course is available in a supplementary Curriculum Guide. A text Spanish - An Oral Approach I (Ginn) has been identified to support this course. Both the Guide and student text may be obtained upon request from the Curriculum Resources Branch, Department of Education, Victoria, B.C.

III. GENERAL OBJECTIVES

Students who have completed any of the programmes described in this guide should have made considerable progress in developing:

- skill in the understanding, speaking, reading and writing of Spanish within the limitations of the vocabulary and structural concepts as presented in the basic text and suggested supplementary reading selections.
- an understanding of the way of life and cultural heritage of Spanish speaking peoples.
- a basic knowledge of the geographical location and characteristics of countries in which Spanish is the primary language.
- a knowledge of basic structural differences between English and Spanish.

The emphasis to be placed on these objectives will vary according to the individual class situation (i.e., teacher, pupil load, grade level, etc.)

SPANISH 9, 10 and 11

A Series of

Three Alternative Programmes

Programme I

Spanish 9, 10 and 11

Programme II

Spanish 9, 10 and 11

Programme III

Spanish 9, 10 and 11

IV. PROGRAMME I

SPANISH 9, 10 and 11

Programme I, using NUEVA VISTA and VISTA HISPÁNICA as basic texts, is an audio-lingual programme, focusing on aural-oral proficiency as its primary goal. Reading comprehension and writing skills are also developed early in the programme.

The programme consists of:

- texts divided into short, manageable units written in style of interest to young people. Each unit contains one or two themes (temas) followed by an 'estructura' and its corresponding 'práctica'. The dialogues, and the reading selections throughout the text, serve to give students some concept of the cultural background, daily life, and customs of Spanish-speaking people;

- an accompanying tape programme designed to expand the content of the text, and

- Vistapak I and Vistapak II visual units including filmstrips, cassette tapes and overhead projectuals.

In addition teachers may choose reading selections at their discretion throughout the year from the supplementary reading indicated for each grade level.

A. SPANISH 9

(1) Basic Text: NUEVA VISTA (Allyn and Bacon)
Units 1 - 20

(2) Supplementary Reading:

PRIMERAS LECTURAS EN ESPAÑOL (Houghton Mifflin)

(3) Teaching Aids:

(a) to accompany NUEVA VISTA

* i) Teacher's guide
* ii) Tapes (cassette) and Tape Manual
* iii) Student workbook
iv) Vistapak 1

(b) to accompany PRIMERAS LECTURAS EN ESPAÑOL

i) Cassette recordings

1. Materials marked (*) are highly recommended for successful implementation of the respective programmes.
2. Other materials listed are desirable but not essential.

B. SPANISH 10

(1) Basic Text: NUEVA VISTA (Allyn and Bacon)
Units 21 - 40

(2) Supplementary Reading:

AVENTURAS EN LA CIUDAD (Houghton Mifflin)

CUENTOS Y RISAS (Oxford)

(3) Teaching Aids:

(a) to accompany NUEVA VISTA

- same as Spanish 9

(b) to accompany AVENTURAS EN LA CIUDAD (Houghton Mifflin)

(i) Cassette recordings

C. SPANISH 11

(1) Basic Texts:

(a) VISTA HISPÁNICA (Allyn & Bacon)
Units 1 - 25 (Minimum requirements)
Students planning to proceed to Spanish 12 should be familiar with the grammar of the additional lessons.

(b) PANORAMA DE LAS AMÉRICAS (Holt, Rinehart and Winston)
Units to be selected as time and interest dictate.

(2) Supplementary Reading:

CONVERSATION IN SPANISH: POINTS OF DEPARTURE (Van Nostrand Reinhold)
Units to be selected by the classroom teacher. It is hoped that the basic units dealing with the home, school, and travel will be covered first, as well as those units to which the students particularly relate.

(3) Teaching Aids to accompany VISTA HISPÁNICA:

* i) Teacher's guide
* ii) Dual track cassette programme and manual
* iii) Workbook
iv) Vistapak multi-media programme II.

1. Materials marked (*) are highly recommended for successful implementation of the respective programmes.
2. Other materials listed are desirable but not essential.

V. PROGRAMME II

SPANISH 9, 10 and 11

This programme is designed for the student and teacher who work best in a rather more traditional, structured atmosphere.

The units of the texts, although fairly long, are sub-divided into manageable portions. The maturity and interest level of material presented are appropriate. Grammar is presented deductively and the exercises based on the structural component are supplemented in the student manual. Cultural material is emphasized throughout the texts.

The texts are supplemented by accompanying tape programmes and records. The records are a transcription of the "Escenas" section of each unit.

To supplement the course, teachers may choose reading selections at their discretion throughout the year from the supplementary reading indicated for each grade level.

A. SPANISH 9

(1) Basic Text: USTED Y YO (Collier-Macmillan)
Units 1 - 9

(2) Supplementary Reading:

PRIMERAS LECTURAS EN ESPAÑOL (Houghton Mifflin)

(3) Teaching Aids:

(a) to accompany USTED Y YO

* i) Teacher's annotated edition
* ii) Tapes
* iii) Tape manual and workbook
* iv) Visual aids (overhead transparencies)
v) Tests on spirit duplicating masters
vi) Homework records

(b) to accompany PRIMERAS LECTURAS EN ESPAÑOL

i) Tapes (cassette)

1. Materials marked (*) are highly recommended for successful implementation of the respective programmes.
2. Other materials listed are desirable but not essential.

B. SPANISH 10

(1) Basic Text: USTED Y YO (Macmillan)

Units 10 - 22

(2) Supplementary Texts:

AVENTURAS EN LA CIUDAD (Houghton Mifflin)

CUENTOS Y RISAS (Oxford)

(3) Teaching Aids: To accompany USTED Y YO

- same as Spanish 9, Programme II

To accompany AVENTURAS EN LA CIUDAD

i) Cassette recordings

C. SPANISH 11

(1) Basic Texts:

(a) NUESTRO MUNDO (Collier-Macmillan)
Units 1 - 12 for general study. Students continuing on to Spanish 12 should be encouraged to cover as much as possible of the grammatical content of the remaining lessons.

(b) PANORAMA DE LAS AMÉRICAS (Holt, Rinehart & Winston)
Units to be selected as time and interest dictate.

(2) Supplementary Reading:

CONVERSATION IN SPANISH: POINTS OF DEPARTURE
(Van Nostrand Reinhold)
Units as indicated in programme I.

(3) Teaching Aids to accompany NUESTRO MUNDO:

* i) Teacher's Annotated Edition
* ii) 34 tapes, including 6 testing tapes
*iii) Tape Manual and Workbook
iv) Bridge Programme - a set of 25 Duplicating Masters. This is a "self-help" booster that may be used to reinforce almost any aspect of the course.
v) Tests - The booklet contains twenty-five 20-30 minute lesson tests, one "Prueba" for each textbook lesson, and five full-period unit tests, which correspond to the textbook "Repasos". Lesson tests and Unit tests contain both basic and optional material.

VI. PROGRAMME III

SPANISH 9, 10 and 11

Programme III, using ESPAÑOL: A DESCUBRIRLO and ESPAÑOL A SENTIRLO as basic texts, is an audio-visual-lingual course designed to teach the four language skills: listening, speaking, reading and writing in the order listed.

The lessons of the texts consist of:

- vocabulary to be taught through the use of tapes and filmstrips presented in context.
- exercises based on the vocabulary.
- structural points presented through numerous pattern drills.
- dialogues or reading selections with questions to check comprehension and to increase the student's ability to manipulate the language.
- an art illustration at the end of each lesson which recombines the information for a comprehensive oral review of all the material presented in the lesson.

To supplement the course, teachers may choose reading selections at their discretion throughout the year from the supplementary reading indicated for each grade level.

A. SPANISH 9

(1) Basic Text: ESPAÑOL: A DESCUBRIRLO (McGraw-Hill)

Units 1 - 8

(2) Supplementary Reading:

PRIMERAS LECTURAS EN ESPAÑOL (Houghton Mifflin)

(3) Teaching Aids:

(a) to accompany ESPAÑOL: A DESCUBRIRLO

* i) Teacher's annotated edition
* ii) Cassette tapes or Reel Tapes (30, 3 3/4 i.p.s.)
* iii) Filmstrips
* iv) Student workbook
v) Test package
vi) Student practice discs
vii) Listening comprehension kit

(b) to accompany PRIMERAS LECTURAS EN ESPAÑOL

i) Tapes (cassette)

1. Materials marked (*) are highly recommended for successful implementation of the respective programmes.

2. Other materials listed are desirable but not essential.

B. SPANISH 10

(1) Basic Text: ESPAÑOL: A DESCUBRIRLO (McGraw-Hill)

Units 9 - 22

(2) Supplementary Reading:

AVENTURAS EN LA CIUDAD (Houghton Mifflin)

CUENTOS Y RISAS (Oxford)

(3) Teaching Aids:

to accompany ESPAÑOL: A DESCUBRIRLO

- see Spanish 9, Programme III

to accompany AVENTURAS EN LA CIUDAD

i) Cassette recordings

C. SPANISH 11

(1) Basic Texts: (a) ESPAÑOL A SENTIRLO (McGraw-Hill)

Units 1 - 8. Students intending to proceed to Spanish 12 are encouraged to cover the basic grammar of the remaining units.

(b) PANORAMA DE LAS AMÉRICAS (Holt, Rinehart & Winston)

Units to be selected as time and interest dictate.

(2) Supplementary Reading:

CONVERSATION IN SPANISH: POINTS OF DEPARTURE (Van Nostrand Reinhold)

Units to be selected as indicated for Spanish 11, Programme I.

(3) Teaching Aids:

to accompany ESPAÑOL: A SENTIRLO

* i) Annotated Teacher's Edition
* ii) Cassettes or Reel tapes (30)
* iii) Filmstrips
* iv) Workbook
v) Tests
vi) Test Replacements

1. Materials marked (*) are highly recommended for successful implementation of the respective programmes.

2. Other materials listed are desirable but not essential.

BEGINNERS' SPANISH 11

(An independent course prepared for students who have shown an interest in languages but who have not previously taken Spanish 9 and 10.)

VII. BEGINNERS' SPANISH 11

This course, using NUEVA VISTA as a basic text should be considered as a self-contained and independent programme and not a substitute for the regular Spanish 9 and 10 programmes. However, upon the recommendation of the teacher, capable students who wish to pursue a more complete programme in Spanish may be permitted to enter a regular Spanish 11 programme upon satisfactorily completing Beginners' Spanish 11 (Lessons 1 - 40). It is not intended that this procedure should in any way detract from the regular 9 and 10 programmes, nor should it be generally encouraged for the majority of students enrolled in Beginners' Spanish 11.

(1) Basic Text: NUEVA VISTA (Allyn and Bacon)
Units 1 - 40

(2) Supplementary Reading:
PRIMERAS LECTURAS EN ESPAÑOL (Houghton-Mifflin)
¿QUÉ VEMOS? (Clark-Irwin)

(3) Teaching Aids:
Refer to Spanish 9, Programme I

SPANISH 12

VIII. SPANISH 12

This Course offers a thematic approach to contemporary literature, with vocabulary presentation, exercises, and systematic grammar review.

The four basic skills are maintained throughout, with greater emphasis on literature and composition. Selections from outstanding 19th and 20th century authors are presented to increase the student's awareness of Hispanic life and civilization.

Each unit is called a "cuadro" because it presents a picture of a phase of the cultures of Spain, South America, Central America, Mexico or the Caribbean. Each "cuadro" is composed of three literary selections, representing many literary genres. Included are poems, short stories, excerpts from novels and plays, and articles from newspapers and magazines. These not only enable the student to gain greater insight into the structure of the Spanish language, but lay the foundation for discussion of style and literary analysis.

Although the emphasis shifts to reading and writing, there are detailed questions accompanying each selection, as well as structure drills and patterns for oral practice, new vocabulary treatment, and exercises to develop the student's creativity.

(1) Basic Texts: (a) GALERÍA HISPÁNICA (McGraw-Hill

(b) TEMAS Y DIÁLOGOS (Holt, Rinehart & Winston)
(see detailed outline of suggested selections which follows).

(2) Teaching Aids:

to accompany GALERÍA HISPÁNICA

* i) Teacher's Manual
* ii) Tapes
* iii) Test Package (Webstermasters, Instructor's Manual, tape)
iv) Webstermaster Test Replacements
v) Film - LA FERIA: REGOCIJO DE SEVILLA (Color)

1. Materials marked (*) are highly recommended for successful implementation of the respective programmes.

2. Other materials listed are desirable but not essential.

Course Content

A. SELECTIONS FROM GALERÍA HISPÁNICA

It is recommended that the teacher endeavour to present at least one selection from each cuadro to the regular Spanish 12 students, as well as the grammar content of the text.

Scholarship candidates should have mastered:

(1) the grammar content of the text

(2) the following literary selections from the text:

CUADRO	I	1.	Una carta a Dios	(Page 2)
	II	(2.	Bolívar	(Page 21)
		(3.	El mensajero de San Martín	(Page 30)
	III	4.	El lago encantado	(Page 41)
	VI	5.	¡Quién sabe!	(Page 115)
	VII	6.	Miguel Hidalgo y Costilla	(Page 123)
	IX	(7.	El rastreador	(Page 173)
		(8.	El matador	(Page 180)
	X	9.	A la deriva	(Page 199)
	XI	10.	El sombrero de tres picos	(Page 230)
	XII	(11.	Mi padre	(Page 254)
		(12.	La pared	(Page 257)
	XIII	13.	El Carnaval en Latinoamérica	(Page 295)
	XIV	14.	Una esperanza	(Page 303)
	XV	15.	Tránsito	(Page 327)
	XVI	16.	San Fermín	(Page 359)

Selections have been made on the basis of cultural emphasis, historical content, literary value, adventure, character analysis and general interest.

B. SELECTIONS FROM TEMAS Y DIALOGOS

This text has been chosen primarily for planned conversation classes and for practice in the writing of short compositions.

All Spanish 12 students will benefit from the following prescribed selections from TEMAS Y DIALOGOS. The practice in writing short compositions will be of particular value to Scholarship candidates.

(1) TEMA V - Una huelga

(2) TEMA VI - La mujer emancipada

(3) TEMA X - La diferencia entre las generaciones

(4) TEMA XII - Las humanidades

IX. REALIA

Dictionaries and Reference Books

Casares, Julio: Diccionario Ideológico de La Lengua Española, Editorial Gustavo Gili, Barcelona.

Harrap: Diccionario de Sinónimos Ideas Afines y Contrarios, Clarke, Irwin, 791 St. Claire Ave. West, Toronto 10, Ontario

Ramondino, Salvatore: The New World Spanish-English English-Spanish Dictionary, New American Library, Inc., 1301 Avenue of the Americas, New York, N.Y., 10019

Velázquez et al: Velázquez Spanish and English Dictionary (Revised) Appleton-Century Crofts Co.

Pequeño Larousse Ilustrado: Nuevo Diccionario Enciclopédico, publicado bajo la dirección de Claude Augé, adaptación española de Miguel de Toro y Gisbert, Buenos Aires, Editorial B.A.B.E.L.

Smith, Colin; Bernejo Marcos, Manuel; and Chang-Rodríguez, Eugenio; Collins Spanish-English English-Spanish Dictionary, Wm. Collins Sons, 100 Lesmill Rd., Don Mills, Ontario

Reglá, Dr. Juan: Historia de España (1972), Sopena, Ramón, Barcelona

Rodríguez-Castellano, Juan, Rodríguez-Castellano, Lorenzo, Ejercicios de Pronunciación Española, John Wiley & Sons, 22 Worcester Rd., Rexdale, Ontario

Ashcroft, D.J., El Examen Oral, Clarke, Irwin, 791 St. Claire Ave. W. Toronto 10, Ontario

Reference Books

1. Frederick L. Jenks: Planning to Teach Culture: An Instructional Manual Advancement Press of America, P.O. Box 07300, Detroit, Michigan 48207

2. H. Ned Seelye (ed) Teaching Cultural Concepts in Spanish Classes State Department of Public Instruction, 302 State Office Building, Springfield, Ill. 62706 (Free)

3. Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12 MLA Publication Center, 62 Fifth Avenue, New York, N.Y. 10011

Catalogues, Brochures, Filmstrips, Tapes, Slides

Realia Catalogues in Spanish	Gessler Publishing Company, 131 East 23rd Street, New York, N.Y. 10010
Multi-Media Teaching Aids	Multi-Media Teaching Aids,Inc. 47 - 57 41st St., P.O. Box 4247, Long Island City, New York 11104
New Approaches to Language Learning	Audio Lingual Educational Press, Inc. 45 West Park Avenue, Box 390, Long Beach, N.Y. 11561
Longman School Catalogue	Longman Canada Limited, 55 Barber Greene Road, Don Mills, Ontario M3C 2A1
Audio-Visual Quick List	The Baker & Taylor Company, Audio Visual Services Div., P.O. Box 230, Momence, Illinois 60954
Berkeley Teaching Methods,	P.O. Box 76, Island Park, New York 11558
Educational Sights and Sounds	P.O. Box 2001, Cambridge Mass. 02139
J. Weston Walch Publisher	Box 658, Portland, Maine 04104
Schwann Record and Tape Guide	Schwann Publications, 137 Newbury Street, Boston, Mass. 02116

Magazines, Journals and Newspapers

Canadian Modern Language Review
34 Butternut Street,
Toronto 355, Ontario

Scholastic Magazines,
Richmond Hill, Ontario

"Actualidad" Revue
See No. 1029, 23rd - 30th September, 1971 for a good description and numerous photographs of the battle and siege of the Alcázar de Toledo during the Spanish Civil War. Use with "El Alcázar no se rinde" page 26, "Galería Hispánica" (grade 12 text)

Quincenario Hispánico
c/o Sr. J. Medina,
1177 W. Broadway,
Vancouver, B. C.

Language Association Bulletin of New York State
Mr. Robert J. Ludwig,
1102 Ardsley Road,
Schenectady, N.Y. 12308

Elan - Journal of the British Columbia Association of Teachers of Modern Languages

Maps

Denoyer Geppert

1) order # 12676 (5676VR)
Latin America-Visual Relief
2) Spain-Portugal
Physical-Political Relief
Map #14137
(Spanish Text)

Recordings

1. The following are available from:

Realia
131 E. 23rd Street,
New York, N.Y. 10010

(a) Pronunciacion Española;Curvas de Entonacion;Trozos Escogidos
(b) Understanding Spoken Spanish
(c) Dictados en Español
(d) Music and Folklore of Spain
(e) ¡ A Los Toros !
(f) Journey in Spain
(g) Pan American Folk Dances
(h) Canciones de Navidad
(i) Sing Along in Spanish
(j) Gems of Wit, Wisdom and Beauty in Spanish
(k) Marcelino, Pan Y Vino
(l) Platero Y Yo
(m) Spanish Songs for Children
(n) Antologia Dramatizada del Quijote
(o) Cancionero Mexicano
(p) Carlos Ramirez Canta
(q) Yerma
(r) Aires Favoritos
(s) Canciones Populares

2. The following are available from:

Caedmon Recordings
Specialized Service and Supply Company
1329 Arlington Street,
Cincinnati, Ohio 4525

(a) Jiménez, Juan Ramón
(Juan Ramón Jiménez Reading)
(b) Lorca, Federico García
(Poesia, Drama)
(c) Neruda, Pablo
(Pablo Neruda Reading His Poetry)
(d) Rivera, Diego
(Diego Rivera Speaking)

Three classic Spanish plays performed by the Compañia Española de Teatro Universal. (e), (f), (g), below;

(e) Calderon de la Barca, Pedro
(El Alcalde de Zalamea)
(f) La Vida es Sueño

(g) Zorrilla, Jose
(Don Juan Tenorio)

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